

Student's Name \_\_\_\_\_

Iowa Alternate Assessment 2008-2009 Math Rating Scale Grades 9-12		Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 4 trials. Record most recent performance (supporting evidence required)
<b>Math Standard 1: Students can understand and apply a variety of math concepts</b>					
1.1	Counts up to 3 objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.2	Identifies numerals 0-10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.3	Divides an object or set into 1/4s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.4	Orders items as 1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.5	Recognizes items as 1 <sup>st</sup> or last	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.6	Differentiates whole numbers from decimals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.7	Differentiates fractions from decimals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.8	Solves single-digit story problems using addition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.9	Solves double-digit subtraction problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.10	Answers questions using multiplication facts through 9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.11	Identifies correct operation to solve story problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.12	Identifies or finds number that is between two others (for example, 3, __, 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.13	Uses number lines to solve problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.14	Add or subtract whole numbers, objects, pictures, or symbols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.15	Builds and extends basic patterns of linear functions (now I have this, next I have this. How do I get from now to next?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.16	Identifies time using "next year"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.17	Identifies time using "last month"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1.18	Identifies time to the half-hour on an analog clock	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %

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1. 19	Identifies time to the quarter-hour using a digital clock	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1. 20	Identifies or labels "one-dollar bill"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1. 21	Identifies or labels "twenty-dollar bill"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1. 22	Identify and explain the relationship between coins and dollars (i.e., 10 dimes = \$1.00)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1. 23	Identifies values of coin combinations through \$1.00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1. 24	Demonstrates coin and bill combinations through \$20.00 using real-life situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1. 25	Identifies or labels the shape, "circle"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1. 26	Identifies or labels parallel lines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1. 27	Differentiates 2-dimensional objects from 3-dimensional objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1. 28	Estimates length to the nearest centimeter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1. 29	Uses manipulatives or objects to identify circumference of circles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
1. 30	Identifies area of geometric shapes using grids and manipulatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
<b>Math Standard 2: Students can understand and apply methods of estimation</b>					
2. 31	Rounds up or down through 50	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
2. 32	When provided with costs like "\$1.75," the student identifies that the next dollar is "\$2.00"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
2. 33	Estimates answers to problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %

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<b>Math Standard 3: Students can solve a variety of math problems</b>					
<b>3. 34</b>	Create and solve a real world problem involving an unknown using appropriate tools (number strips, manipulatives, calculator, mental math, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
<b>3. 35</b>	Understands the commutative property (2 things in different orders equals the same outcome)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
<b>3. 36</b>	Understands if the student has sufficient money to purchase a preferred item	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
<b>Math Standard 4: Students can interpret data presented in a variety of ways</b>					
<b>4. 37</b>	Identifies or answers questions about "mode" presented in a graph	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
<b>4. 38</b>	Collect data and create a graph. Interpret the results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
<b>4. 39</b>	Collect data and create 2 different types of graphs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %
<b>4. 40</b>	Identifies or answers questions about "least" summarized in a table	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	____ %